DOCUMENT RESUME

ED 297 459 EA 020 210

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TITLE Implementing Change in Secondary Schools Using Effective Schools Research.
PUB DATE 5 Apr 88
NOTE 134p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
AVAILABLE FROM Publications, College of Education PG&A, M206 Miller Hall, DQ-12, University of Washington, Seattle, WA 98195 ($4.00).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Change Strategies; *Cooperative Programs; *Educational Change; Educational Improvement; Educational Planning; Inservice Teacher Education; Organizational Climate; *Organizational Development; Program Implementation; Questionnaires; *School Effectiveness; Secondary Education; Secondary Schools; Staff Development; Surveys; Teacher Administrator Relationship; Teacher Attitudes; Teacher Morale; Teacher Participation
IDENTIFIERS *Effective Schools Project

ABSTRACT

This paper describes research based on the Effective Schools Project, a collaborative project between the University of Washington and the Seattle School District. The research was undertaken to determine the amount of change that took place in two rural high schools over two years and to analyze the factors that contributed to those changes based on the responses of the staff in each school to a Staff Assessment Questionnaire; interviews with the staff, building administrators, and central office administrators; and archival information. Results of the questionnaire are discussed in a case study format for each school, interspersed with a series of tables showing selected items from the Effective Schools Characteristics. The ensuing discussion of these findings in both schools focuses on the following factors: the need for specificity in determining what is needed to implement an innovation; the need for appropriate strategies, such as inservice training, resource support, feedback mechanisms, and participation, to implement the innovation; and organizational climate, or staff perceptions of the motivating purposes behind organizational processes. The findings suggest that implementing changes in secondary schools is often the result of both planned and unplanned activities. References are included, and the the staff assessment questionnaire is appended, along with reliability estimates, a breakdown of the results, and assorted archival materials from the schools. (TE)

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IMPLEMENTING CHANGE IN SECONDARY SCHOOLS USING EFFECTIVE SCHOOLS RESEARCH

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A paper presented at the 1988 AERA Annual Meeting
New Orleans, Louisiana

April 5, 1988

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IMPLEMENTING CHANGE IN SECONDARY SCHOOLS USING EFFECTIVE SCHOOLS RESEARCH

Perspective

Beginning with Ron Edmonds, a body of effective school research has been developed that clearly identifies a set of characteristics, the presence of which is related to and/or results in increases in academic achievement of students (Edmonds, 1979; Andrews, Soder, and Jacoby, 1986). The nature of these characteristics is becoming increasingly clear as research continues; however, less is understood about the change processes involved in their implementation.

A great deal has been written about change/change-process during the last 40 years. A review of that literature reveals that the study of change has not proceeded systematically and that the studies themselves are often of varying quality (Waugh and Punch, 1987). Some researchers view planned educational change from the perspective that, when successful, change can be divided into three stages: adoption or initiation, implementation, and incorporation as a permanent feature of the system (Giaquinta, 1973; Berman and McLaughlin, 1976; Herriott and Gross, 1979).

A study of the literature from this perspective reveals that while a substantial amount of the literature discusses the adoption of change, very few studies prior to 1973 focus upon implementation (Pressman and Wildavsky, 1973). However, since 1974 much more has been done in the area (Berman, 1978; Berman and Mclaughlin, 1976, 1978, 1980; Brown and McIntyre,

1978, Crofton, 1981; Fullan and Pomfret, 1977; Kritek, 1976; Rice, 1978; Van Meter and Scollay, 1985; William, 1974-75; Zaltman, Florio, and Sikorski, 1977). In a review of the research on the implementation of curriculum and instruction, Fullan and Pomfret (1977) determined that within that body of literature virtually all of the research that has been done focuses upon elementary or preschool populations. They conclude that any generalizations about secondary schools must be tentative "because there are reasons to believe that there are important differences at the secondary level." This is echoed by Herriott and Firestone (1984).

Several models of change exist. Paul (1977) suggests that there are four: the problem solving model (Bennis, Benne, & Chin, 1969; Lippitt, Watson, and Westley, 1958; Watson, 1967); the social-interaction model (Rogers and Shoemaker, 1971); the research-development-diffusion model (Clark and Guba, 1965); and the linkage model (Havelock, 1969, 1973).

As a beginning point in a study of change it is useful to consider a statement about schools in The Structure of School Improvement (Joyce, Hersh, and McKibbin, 1983).

> . . . schools seek stability as a seemingly necessary condition of survival. Yet this condition of equilibrium is also the root cause of the school's inability to improve, for as society changes and/or pedagogical knowledge increases, schools need to assimilate and accommodate to new realities.

There is a growing body of research about the variables that affect the success or failure of implementation. Based upon research in this area, Fullan and Pomfret (1977) identified four broad factors that affect the implementation of change. They are listed below:

- o Characteristics of the Innovation
- o Strategies
- o Characteristics of the Adopting Unit
- o Characteristics of Macro Sociopolitical Units

The research described here was undertaken to determine (1) the amount of change that took place in two high schools, and (2) to analyze the factors that contributed to those changes.

To assess the amount of change and the factors that contributed to that change, the following data sources were used: (1) the responses of the staff in each school to a questionnaire based upon the effective schools characteristics over a two-year time period; (2) interviews with the staff, building administrators, and central office administrators; and (3) archival information.

Based upon the statistical analyses of effective schools characteristics on the Staff Assessment Questionnaire (SAQ) it can be assumed that survey responses of people on the staff are an accurate reflection of their perceptions of what was taking place in their school. Interviews with central office administrators, building administrators, and the staff, coupled with an analysis of archival information, provide data that allow for an accurate diagnosis of the factors that contributed to those changes.

The survey data is based upon research conducted by the University of Washington School Self-Assessment Service that was initiated in 1985. The questionnaire utilized by the Self-Assessment Service was developed through

the Effective Schools Project, a collaborative project between the University of Washington and the Seattle School District. The reliability and validity of the instruments have been described elsewhere in detail (see Andrews and Soder, 1985a, 1985b; Andrews, Houston, and Soder, 1985; Soder and Andrews, 1984, 1985).

Data Sources

The study reported here began in 1986 with two high schools (9-12) in two separate, small-to-medium-size rural districts in different regions of the state. The schools range in size from 460 to 890 students. The smaller school, with a certificated staff of 37, has a 20 percent Native American population and 30 percent of the students qualify for either a free or reduced-price lunch. The larger school, with a certificated staff of 45, has few minority students and about 15 percent of the students qualify for a free or reduced-price lunch.

Effective Schools Characteristics

To determine the degree of change in these schools over time, variables were constructed based upon the degree to which the staff perceived its school to be effective as measured on effective schools characteristics. The Staff Assessment Questionnaire (see Appendix A) was developed collaboratively by practicing teachers and administrators in the Seattle School District and the University of Washington research team as part of the

Effective Schools Project. The Staff Assessment Questionnaire consists of 94 Likert-type items measuring nine school factors (strong leadership, staff dedication, staff expectations of students, identification of learning difficulties, multicultural education, sex equity, curriculum continuity, learning climate, and frequency of monitoring of student progress).

Items for the instrument were determined using measures of internal consistency with several different populations. The reliability of the Staff Assessment Questionnaire was estimated with a sample of 65 schools over a one-year period of time. Reliability quotients ranged from a high of .757 to a low of .213. See Appendix B for test-retest quotients for each factor. Validity of the instrument was estimated using two-year gain scores in reading and math achievement with a sample of 31 schools (see Andrews and Soder, 1987).

Change Factors

The data sources used to identify the factors that contributed to the successful implementation of change in each school were personal interviews conducted with central office administrators, building administrators, and selected staff members in both schools. Each building principal identified a set of staff members that he felt would be knowledgeable about the changes that took place in the school during the time period under study. Each of those staff members were, in turn, asked for the names of other staff members, and when a name came up more than three times that person was also contacted and interviewed.

In addition, archival records were collected and used to reconstruct specific events and activities that took place in each school, and to corroborate the information collected during the interviews.

Method

The Staff Assessment Questionnaire was administered by a trained University of Washington School Self-Assessment Service representative in each school. The data were gathered at a staff meeting. All responses were recorded on mark sense forms with no subject identification, thus assuring the anonymity of all respondents. All data were returned to the School Self-Assessment Service at the university to be scored, and school mean scores for each characteristic were calculated. The questionnaire was administered in 1986 and 1987. One hundred percent of the staff in each school returned the survey in both years. The data collected from interviews and archival records from the two schools were used to recreate a picture of the factors that contributed to the growth and development of change at each school. Historically, ethnographic research has focused on recording aspects of a single phenomenon, whether it be a small group of humans or the operation of some social process. Recently, studies of organizational innovation have become more common over a number of sites (Cassell, 1978; Herriott and Gross, 1979; Rist, 1981; Wax, 1979). The purpose of educational ethnography is to provide rich, descriptive data about the contexts, activities, and beliefs of participants in educational settings. Such data represent educational processes as they take place.

By the use of triangulation (many types of data collection) it is possible to cross-check the accuracy of the data gathered (Glaser and Strauss, 1967). The use of ethonographic research techniques provides a valuable tool in determining the efficacy of the changes that were made.

Hypotheses

The hypotheses tested in this study are: (1) that change takes place as a consequence of planned and unplanned activities and events, (2) the factors that contribute to change can be identified through the use of the effective schools characteristics.

Results

In order to assess the changes over time, data gathered from the administration of the Staff Assessment Questionnaire were analyzed for each of the Effective Schools characteristics. Presented in Table 1 are the results of the analysis of these data.

Table 1
Analysis of Change from 1986 to 1987
on the Effective Schools Characteristics

Effective School Characteristic	SEm	School A 1986	School A 1987	School A Diff.	School B 1986	School B 1987	School B Diff.
Strong Leadership	3.06	46.9	57.0	10.1*	64.41	68.4	3.99*
Dedicated Staff	1.12	40.2	42.6	2.4*	47.84	49.92	2.08*
High Expectations	2.67	34.0	35.6	1.6	36.3	36.85	.55
Frequent Monitoring	2.03	19.0	20.8	1.8	22.05	23.45	1.4
Early Identification	1.44	13.4	13.0	- .4	13.96	15.4	1.44*
Positive Learning Climate	4.31	57.4	68.2	10.8*	75.24	80.08	4.84*
Curriculum Continuity	1.73	16.1	16.8	.7	16.75	17.5	.75
Multicultural Education	2.13	23.9	25.1	1.2	26.64	30.69	4.05*
Sex Equity	1.17	13.9	14.4	.5	14.36	16.08	1.72*

* Signifies a difference between 1986 and 1987 that exceeds what could normally be attributed to error. See Table B-1 in Appendix B for statistical analyses of reliability estimates.

The differences observed in Table 1 in relation to each of the two schools are discussed in the sections that follow in conjunction with brief demographic descriptons of each school, interview information, and archival records.

School A

School A is a four-year high school with approximately 45 staff members and three administrators. The student population is approximately 890 students. The school was originally built in the 1930s and has undergone remodeling several times during the intervening years to accommodate the growing population. The student population is predominantly white and they come from middle- to lower-middle-class families. The primary industry is agriculture; however, the community of approximately 7,000 also serves as a bedroom to a nearby town of approximately 30,000. The economy includes a certain percentage of logging- and timber-related industry. Approximately 15 percent of the students qualify for the free or reduced-price lunch program.

The current principal came to the school during the early 1980's as an assistant principal, and he assumed the principalship upon the retirement of one who had been at the school for many years. When the present principal became the new principal he was, in his words, faced with a school where the question was not, "Would anybody throw up at the dance on Friday night? Rather it was, How many would throw up?" The behavior of students

was at best unruly, and on occasion bordered on destructive. The school had a reputation as a "tough" school. Profanity and rowdy behavior in the halls was common, and there were documented cases of students being severely injured due to the lack of control in the school. Educationally, little was happening. The student drop-out rate was high and appeared to be acceptable.

Initially, the principal worked very hard to reestablish order in the school, and his perception is that he was successful. During the 1985-86 school year, however, he lost control of the school. He was working 14 hour days and accomplishing little. He believed that this was partially due to some poor personnel choices he made which he failed to deal with appropriately. In addition, as things became worse he isolated himself from the faculty and communication broke down within the school. Interviews with the staff and the central office confirm the image presented by the principal of a school that was largely disfunctional. The staff was frustrated, the administration was ineffective and the students were out of control. During spring 1986, when the SAQ was administered, the results reflected the problems and frustrations that were perceived.

As can be seen in Table 1, School A made increases on the characteristics of Strong Leadership (10.1), Staff Dedication (2.4), and Positive Learning Climate (10.8) that exceed what could be accounted for by chance. The other characteristics recorded changes that were positive in nature, but not to a degree that exceeded the SEm. The one exception to this was the characteristic of Early Identification of students with learning problems, which declined slightly.

Analysis of the results of each item in 1986 in School A indicate substantial dissatisfaction with the principal (see Appendix C). In particular, the results on the Strong Leadership Characteristic suggest that the staff had substantial concerns about the principal (1) as a visible presence, and (2) as a communicator (see Table 2). The results in 1987 contrast strongly with the 1986 results and demonstrate a significant improvement in staff perceptions of the principal as instructional leader. Particularly noteworthy is the perception of the principal's improvement in getting out into classrooms and making observations (item 66) and his accessibility regarding matters related to instruction (item 52).

Table 2
Selected Items from Strong Leadership Characteristic
School A

Item		1986 Percentage SA/A	1987 Percentage SA/A	Percentage Difference
	Principal as a Visible Presence			
52.	My principal is accessible to discuss matters dealing with instruction.	25	57	+32
66.	My principal makes frequent classroom observations.	11	51	+40
76.	My principal is an active participant in staff development.	9	33	+24
81.	My principal is a "visible presence" in our building to both staff and students.	14	43	+29
	Principal as Communicator			
8.	My principal leads formal discussions concerning instruction and student achievement.	27	42	+15
22.	My principal provides frequent feedback regarding my classroom performance	9	50	+41
49.	My principal communicates clearly to me regarding instructional matters.	46	52	+ 6
62.	Discussions with my principal result in improved instructional practice	20	45	+25
84.	My principal uses clearly communicated criteria for judging my performance.	41	67	+26
85.	My principal provides a clear vision of what our school is all about.	14	39	+25

On those items related to the effectiveness of the principal as a communicator, the differences are even more impressive. The smallest increase (6%) is noted on item 49, which asks whether the principal communicates clearly regarding instructional matters. The largest (41%) occurs on item 22 which asks about the degree to which the principal provides feedback about classroom performance. Across all of the items related to the principal's communication with the staff, the average percentage of increase is 25.1 percent. This is noteworthy because it addresses one of the major areas of concern identified by the principal and the staff alike. The lack of communication was cited by both as one of the greatest areas of concern during the 1985-86 school year. It appears that this became one of the greatest areas of growth during 1986-87.

A second characteristic indicating a high level of staff concern is Positive Learning Climate (see Table 3). Many of the items on this characteristic portray concern about discipline and student behavior. A comparison of the 1986 and 1987 results on these items indicates the degree that staff concerns were alleviated.

Table 3
Selected Items from Positive Learning Climate Characteristic

Item	1986 Percentage SA/A	1987 Percentage SA/A	Percentage Difference
3. Students cut a lot of classes.	84	32	-52
13. Vandalism is a problem in my school.	86	44	-42
36. Drugs and alcohol are problems in this school.	94	78	-16
38. My principal is an effective disciplinarian.	11	38	+27
41. Discipline is fair and related to violations of agreed-upon rules.	18	66	+48
43. Stealing is a problem in this school.	59	46	-13
56. Student behavior is generally positive at my school.	27	53	+26
72. Students in my school abide by school rules.	20	55	+35
74. My school building is neat, bright, clean, and comfortable.	11	47	+36
78. Staff and students do not view security as an issue in my school.	36	55	+19
91. The physical condition of my school is generally pleasant and well-kept.	5	54	+49
92. Problems in this school are recognized and worked on.	27	51	+24

A review of the responses to items 3, 13, 36, 38, 41, 43, 56, 72, and 78 shows improvements that range from 13 percent for item 43 to 52 percent on item 3. The average percentage of increase on these items was 30.8 percent. The areas that showed the least amount of improvement were stealing (43) and drug and alcohol abuse (36). The items related to attendance (3), fairness of the rules (41), and vandalism (13) showed the greatest improvement.

Within the characteristics of Positive Learning Climate there are two items (see 74 and 91) that suggest the staff had strong concerns about the degree to which they perceived the high school as a "neat, bright, clean, and comfortable place to work." Once again, a comparison of the data for 1986 and 1987 indicates that perceptions of the staff changed significantly during the year, which is interesting since they did not get a new facility.

The results for item 92 are indicative of the staff's general perceptions of the changes took place in School A from 1986 to 1987. The item reads, "Problems in this school are recognized and worked on." In 1986, 27 percent of the staff marked "agree" and no one marked "strongly agree." By 1987, 51 percent of the staff marked "agree" and 5 percent marked "strongly agree"--a 24 percent change, suggesting that the staff felt positive about what was happening in the school.

The decision to administer the SAQ in the high school was part of a district-wide effort to collect information in all of the schools in the district, and it was essentially a central office decision that involved

little discussion with building administrators and none at all with the staffs in the schools.

Once the questionnaire had been administered and the data returned to the school, the principal did not utilize the services of an outside consultant to assist with the analysis and interpretation of the data. It was up to the building principal to determine if and how the data were to be utilized.

The principal in School A was, in his own words, "devastated," by the results. The superintendent, who was completing his first year in the district, met with the principal and, while expressing support, informed him that in order to survive in the district he needed to address the problems that existed.

Near the end of the 1985-86 school year, the principal met with each teacher individually to solicit input from them regarding what needed to be done in order to reestablish the school as a productive place for teaching and learning. Subsequent to this, the entire faculty met and identified a set of expectations for teachers and administrators in a variety of areas such as discipline and the development and enforcement of policies and procedures (Appendix D).

Another opportunity for the principal to regain control of the school presented itself when vacancies occurred in both assistant principal positions. For one position the principal hired an individual who had experience in discipline; for the other positon he hired someone who was

inexperienced but demonstrated good ability. Thus, as the principal closed out the 1985-86 school year, he had initiated some changes that began to address the concerns that had been identified by the staff. Additional opportunities presented themselves when the district provided funds to allow each school to address ongoing concerns in their schools or focus upon new concerns generated from the data. The principal organized a summer retreat which brought the schools' administrators and department heads (the Instructional Council [IC]) together to discuss the concerns facing the school and to spend time analyzing the data that had been collected. Except for the principal, no one at the retreat had seen the results of the SAQ. After the results had been presented, the IC was given responsibility for prioritizing specific concerns and developing appropriate strategies (Appendix D). A final area in which the school was able to take action was through the utilization of district goals as an additional vehicle for addressing concerns that existed in the building (Appendix D).

School B

The circumstances at School B were substantially different from those described above. The school had an enrollment of approximately 460 students (9-12) and a staff that numbered 37 plus two administrators. The school was of relatively recent construction and appeared to be both attractive and functional. The community of approximately 4,000 people was the largest town in a sparsely populated county. The economy centered upon

logging, agriculture (orchards), and cattle ranching, and was not particularly stable. The county had a high unemployment rate. While the orchard industry was economically stable, it also requires the seasonal use of migrant workers, resulting in a small but significant transient population of Hispanics. In addition to the Hispanic population, the town borders on an Indian Reservation. As a result, the community has a 20 percent Native American population which is reflected in the school.

The circumstances that led to the use of the SAQ in School B were distinctly different from those discussed for School A. The state had just issued regulations requiring each public school to conduct a self-study by 1991 and develop a school improvement plan. After studying several options the district administrative team decided to utilize the University of Washington School Self-Assessment Service. Thus, while the decision to administer the SAQ was made by the district, it was a decision that involved building administrators. The district directed each school to establish building teams composed of staff, students, parents, and members of the community, and organized a 2½-day workshop for these teams. They contracted with the University of Washington to bring in consultants to provide training in the analysis and interpretation of the data and to provide training in group process.

Based upon staff responses to the SAQ in 1986 and 1987 (see Table 1), School B recorded increases on six of the nine effective schools characteristics that exceeded what would have occurred by chance. The amount of change was not as dramatic on any single characteristic as that recorded by

School A; however, the changes that did take place did so across a much broader spectrum. In School B it should also be noted that even on the three characteristics where changes could be attributed to chance, the changes were positive.

Analyses of individual items on the SAQ data for School B do not portray the same degree of staff frustration as was evidenced in School A. The largest area of concern in 1986 appeared to be on items related to the principal's visibility throughout the school (see Table 4). A comparision of the results in 1986 and 1987 demonstrates growth across all items.

With the exception of item 71, improvement can be observed on all items for the Strong Leadership characteristic. On this item an 8 percent decrease was recorded.

Table 4
Selected Items from Strong Leadership Characteristic
School B

Item	1986 Percentage SA/A	1987 Percentage SA/A	Difference
Principal as a Visible Presence			
52. My principal is accessible to discuss matters dealing with instruction.	57	68	+11
66. My principal makes frequent classroom observations.	24	31	+ 7
76. My principal is an active participant in staff development.	75	87	+12
81. My principal is a "visible presence" in our building to both staff and students.	54	62	+ 8
Selected Individual Items from Strong Leadership Characteristic			
17. Teachers in my school turn to the principal with instructional concerns or problems.	54	76	+22
68. My principal is knowledgeable about instructional resources.	67	86	+19
71. My principal's evaluation of my performance helps me improve my teaching.	73	65	- 8
85. My principal provides a clear vision of what our school is all about.	52	76	+24

Three items recorded substantial increases between 1986 and 1987. The first item (17) suggests that between the 1985-86 and the 1986-87 school years, the principal worked very hard to make himself available to teachers who had instructional concerns or problems. The increase of 22 prcent demonstrates that he made a substantial improvement in how the staff perceived him in this role. Item 68 is also related to instruction, but focuses upon the degree to which the principal was viewed as knowledgeable about instructional resources. This score increased 19 percent between the two years. Finally, the results for 1985-86 and for 1986-87 on item 85 showed that there was an 24 percent increase in the number of faculty members who indicated that the principal provided a clear vision of what the school was about. This suggests that the principal was doing a much better job of communicating with the staff and providing a focus for their efforts.

The results on one effective schools characteristic did cause substantial concern among the staff and administration at School B: The mixed results on the characteristic of high expectations indicated that the staff did not appear to believe that students could be successful (see Table 5). The concerns about high expectations resulted from the fact that during 1984-85 the school had begun focusing upon student self-esteem as an area of concern because students did not perform very well in school. As part of their efforts they had invested substantial energy into promoting self-esteem, believing that if students felt good about themselves they would perform better. The results on high expectations suggested that perhaps a

Table 5
Items from High Expectations Characteristic
School B

Item	1986 % SA/A	1987 % SA/A	% Difference
2. Most students in my school will perform at about the national average in academic achievement.	49	48	- 1
11. Many of my students will probably school before high school graduation.	24	46	-22
12. Most students in my school are capable of mastering grade level academic objectives.	64	76	+12
24. Teachers in my school generally believe most students are able to master the basic reading/math skills.	62	68	+ 6
26. I expect that most students in my school will perform above national average in academic achievement.	19	33	+14
32. Nearly all of my students will be at or above grade level by the end of this year.	29	35	+ 6
42. Teachers in other schools would rate my school's level of academic achievement as good.	64	65	+ 1
57. Most of my students will show at least one year's growth in academic achievement this year.	62	45	-17
64. The academic ability of students in my school compares favorably with students in other schools.	60	65	+ 5
65. I expect most students in my school will perform below the national average in academic achievement.	24	22	- 2
67. Most of the students in my school will ultimately graduate from high school.	94	76	-18

substantial part of the problem lay in the staff's perceptions of students as learners, rather than students' perceptions of themselves.

A third concern, not related to the data, developed during the 2½-day workshop--the group's inability to function effectively as they attempted to deal with the results. It became clear that the staff was not used to making decisions. It appeared that the desire to reach consensus paralyzed the group's ability to discuss concerns openly. During the retreat, the high school team was unable to reach a consensus on anything significant. As the retreat ended and the committee went back to its district and began to prepare for working with the rest of the staff, it was unclear how much change could actually take place, considering the difficulty that appeared to exist with change/change process activities.

During the fall of 1986, the results of the SAQ were shared with the staff at an all-faculty meeting. Following this, the staff at School B engaged in a process that eventually resulted in the identification of a set of concerns. These became the basis for developing a vision statement, goals, and strategies (see Appendix F).

One interesting feature of the activities in School B was that students were allowed to take a significant role in dealing with the concerns that were identified. For example, with the assistance of the principal and other members of the staff, the Associated Student Body (ASB) officers developed a vision statement of their own (Appendix F). Additional examples of student involvement concerned student self-esteem. A student

support group was created to assist Native American students with drug and alcohol abuse and classroom performance (Appendix F). A unique activity was the decision by the football team to pledge non-use of alcohol or other drugs, and to voluntarily allow drug testing.

As a result of the discussions that took place, the staff developed a comprehensive set of strategies to deal with the goal "To improve the self-esteem of students at ---- High School and develop a positive learning environment" (Appendix F). At a summer staff retreat after the 1986-87 school year, staff members evaluated their success in implementing the strategies they had developed.

Discussions with the staff and administration of School B revealed some frustration about focusing an inordinate amount of attention upon Native American students. One comment that was expressed when it became apparent that self-esteem was going to continue to be an area of emphasis was, "Oh no! Not more Indian Assemblies!" It should be noted that this comment was not expressed out of any dislike for Native American students. Rather, it appears to have been generated by a genuine dismay that their efforts at improving the self-esteem of students during the 1984-85 school year had been unsuccessful.

Discussion

The factors identified by Fullan and Pomfret (1977) provide a useful framework for considering the results of this study. They suggest that, first of all, the characteristics of the innovation are an important criterion for success. For an innovation to be successful, there is a need for great specificity in terms of what must take place in order to implement that innovation. To state it another way, the school improvement plan needs to indicate what, who, when, and how. The less ambiguity the better. With reference to School A, this was certainly done when the staff and administrators identified the expectations and policies in the areas of discipline and how the principals and staff would communicate with each other. It was the perception of the principal prior to the administration of the SAQ that major concerns existed. The SAQ did nothing to lessen that perception and, in fact, provided specific information that allowed the principal to focus on his and the school's efforts very precisely. Considering the nature of the concerns and the degree to which they were resolved (based upon the amount of change in staff perceptions on the SAQ from 1986 to 1987), the school was quite successful in identifying what needed to be done.

The principal and school team at School B were, at the outset, less frustrated than those in School A, but became more so as they analyzed the results and attempted to develop a plan. The principal and the staff both indicated that while no one viewed the school as being faced with major problems, it was not progressing. Their perception of the lack of success

was unsettling to them, and it was compounded by individuals' inability to function together effectively to resolve the problem.

The second factor that Fullan and Pomfret identify is the need to utilize appropriate strategies to implement an innovation. Specifically, this could include: (1) inservice training, (2) resource support, (3) feedback mechanisms, and (4) participation.

In both schools there was a need for more inservice than was initially provided. It did not appear that the staff and administration in either school had a clear understanding of change/change process activities. There was no traditon of working together to arrive at collaborative solutions to real problems and little recognition of the need to provide such training.

The staff of School B received more resource support because the central office--more concerned about the deficit in this area--sponsored the 2½-day retreat, and brought in outside consultants to work with the teams from each school. The inservice support was really needed because the staff and administration found it difficult to ever reach consensus. The principal of School B was concerned about being viewed as arbitrary or making decisions without allowing everyone on the staff ample opportunity for input. Because consensus decision making was used for arriving at all decisions, it was viewed by some faculty members as a vehicle for obstructing the decision-making process rather than facilitating it.

An example provided by one of the staff members was that every year they would devote an entire staff meeting deciding whether students should

be allowed to chew gum in school. Taking valuable staff time for "issues" such as this had created a belief that (1) staff meetings were useless, and (2) consensus was even more so.

One result from the inservice was that the staff's time was used to discuss substantive issues such as the need for consistent expectations for student achievement throughout the school, rather than whether students should be allowed to chew gum. Consensus is still the vehicle for decision making, but staff meetings are issue-oriented and not used for items such as gum chewing.

School A did not receive this level of support. This was unfortunate in view of the nature of the concerns that existed in that school. This was not a deliberate omission by the central office; rather, it was left to the principal to determine what was needed and then do it.

Adequate released time is a valuable component when trying to develop and implement new innovations. In view of the need for released time to enable the respective schools teams to plan, both districts did a reasonable job of providing appropriate resources. In School A the level of support was extended even further when the central office gave $5000 to the high school Associated Student Body to paint and make repairs at the run-down school if they would match it, which they did. Many parent volunteers contributed significantly to the projects that were identified, which proved to be a very positive activity. Their results can be noted in items 74 and 91 (Table 3).

The third component involves whether feedback mechanisms are in place in the school to help monitor implementation of the innovation(s). In School A it is safe to say that these mechanisms did not exist during 1985-86. The principal had isolated himself from the staff and communication had broken down. To his credit, the links began being reestablished when he had private meetings with staff members and when he initiated the planning period meetings with teachers to discuss specific changes. These links were strengthened through effective use of the IC and holding regular staff meetings during the 1986-87 school year, which provided opportunities to discuss problems and concerns. One interesting note is that the principal and several of the staff members who were interviewed indicated that the tone of the staff meetings became very businesslike, which was different from how past meetings had been conducted. The principal indicated that more was accomplished at the meetings than before, but that the tone was less personal. He also indicated that the staff was less likely to discuss personal matters with him.

At a personal level, School B did not have the feedback problems of School A. However, School B needed to address the fact that there was little, if any, effective decision making occurring in the school. Staff interviews indicated that the principal was genuinely liked by the staff. Staff members recognized and valued his dedication to the school, as evidenced by his 12- to 15-hour days; however, they also felt that he made few decisions to avoid being viewed as arbitrary.

One of the major changes in School B, which was confirmed through interviews with the staff, was that during the 1986-87 school year the

principal began to empower department heads with decision-making responsibilities. He also created three areas (vocational, math-science, and humanities) to provide discussion opportunities so that when the staff did come together it could engage in a brief, succinct discussion of the alternatives that had been generated, and then vote. Fullan and Pomfret report that the lack of feedback mechanisms is a critical weaknesses of schools which seriously affects the ability of the school to successfully implement innovations. In both schools there was significant improvement in this area. In School A the structure that was created was very formal in nature, which perhaps reflected the communication breakdown during the previous year. In School B the structure was less formal, which reflected the more positive nature of relationships in the school.

The third factor affecting the implementation of innovation concerns characteristics within the organization itself, such as whether the process is driven by "opportunism" or "problem solving." After analyzing the data for each school and reviewing all of the interview data and archival information, it appears that the staff's perceptions of its schools changed because the principal took advantage of opportunities that came up. However, it also appears that as the staff and administration in each school observed changes begin to take place in positive kinds of ways, they sought to develop their schools' ability to engage in change activities from a "problem solving" mode. Evidence of this is provided by School A's decision to reassess each year. They viewed the data as an evaluation tool that provided a means of assessing success. It is also in evidence

based upon their desire to survey parents and the staff, and their desire to target specific areas of concern such as academic achievement, reduction of the number of dropouts, and attention to the curriculum. School B displays similar evidence through the development of a long-range plan covering five years which focuses upon self-esteem, academics, high-expectations, and curriculum.

The characteristics of the macro sociopolitical units affect the successful implementation of change. One component is the degree to which the school is pressured to initiate change or volunteers to enter into those activities. A second factor involves the kinds of incentives provided to the staff that offset the lack of time, energy, and/or motivation that exist in a normal setting.

In both School A and School B there was pressure to initiate activities because of regulations passed by the State Board of Education that required each school to complete a school improvement plan by 1991. However, since both schools were grandfathered because they had recently completed a self-study, the impetus from "state regulation," was minimal. Both schools felt pressure to participate because of central office interest in establishing a consistent data base across the district, and this may have been the most significant evidence of pressure outside the district to initiate change activities.

Because of the problems in School A, there was pressure from the central office upon the principal to take action. It is interesting to try

to ascertain which came first--the principal's decision to initiate change activities or central office pressure upon him to initiate them. The principal perceived that he initiated the changes on his own. The superintendent had a somewhat different view, and the staff in School A perceived that the principal had to take some action because staff members were extremely displeased with the situation and the school was "a mess."

The organizational climates of the two schools in this study displayed very different characteristics that contributed to their ability to implement change. During the 1985-86 school year, the attitude of the staff in School A could be characterized as having developed a "siege mentality." The school had historically operated in a very paternalistic manner, and during 1985-86 the principal was perceived as having "let them (the staff) down" by failing to take care of discipline and attendance concerns. As the situation grew worse the staff withdrew its support from the principal and he, in turn, withdrew from them. Considering the climate of distrust and frustration that developed, it is noteworthy that the principal was successful in reestablishing a measure of credibility during the 1986-87 school year, as evidenced by the change in the Strong Leadership scores from 1986 to 1987. Berman and McLaughlin (1976) suggest that high teacher morale, active support of the principal, and general support by the superintendent increase the chances of teacher change and perceived success. During the 1986-87 school year, School A made improvements that elicited support from two of the three components to a degree that produced the changes that were recorded. The principal began pushing for changes that

he felt were needed based upon comments from the staff, and the superintendent supported the principal. Staff support has been slow in developing. However, while the staff may be cautious in its support of the changes that are being implemented, it is not resisting them because they are making it easier for the staff to do its job.

The organizational climate in School B is and continues to be much more positive than in School A. The staff has always perceived the principal in positive terms. The significant changes are those that have taken place within the school as the staff has been empowered by the principal to assume more responsibility in decision making. The staff has always valued the efforts the principal has made to practice consensual decision making, but it has willingly embraced the recent changes that expedite the decision-making process on minor issues, while continuing the use of consensus to address major concerns.

A fruitful area for discussion regarding School A is to identify what was done to provide incentives to encourage the staff to participate in the change activities that were needed. The role of the district in providing resources to the building is easily identifiable. Funding for the IC to meet during the summer is one area in which central office support was very valuable. The IC members also received a stipend during the year for their time spent meeting together. Additionally, the district built line items into the budget to support activities that were identified by the IC and/or the staff as part of the school's goals for the year.

The principal and staff at School B did not have significant central office pressure to change. This does not mean that there were no concerns-- rather that the superintendent believed (1) that the principal and staff would be able to develop a plan of improvement that was appro= priate, and (2) that the principal could make the changes needed to involve the staff in decision making in a meaningful way.

In the area of incentives, School B's district has historically been very supportive of (1) opportunities for staff development, and (2) financial remuneration for work done beyond the negotiated agreement. In addition, the changes in School B were successful, in large part, because the time frame for change did not become a critical component. It took half of the 1986-87 school year to develop a mission statement. The length of time utilized for this activity could be criticized; however, it was completed successfully and the staff supported it. It is also significant that students were involved in the process and developed their own vision statement (see Appendix F).

Joyce, Hersh, & McKibbin (1983), discuss the need to create a group of "Responsible Parties" who "are responsible for establishing a climate conducive to change, for assessing the strengths and weaknesses of the school, and for effectively bringing about improvements."

In both of the schools studied, significant movement has been made in developing such a cadre of committed individuals. Discussion with the administrators of both schools indicated that they recognized the need for

change and began efforts to develop a process for the adoption, implementation, and institutionalization of change in their schools. In each school an increasing number of teachers also recognize the need and are developing a growing commitment to participate in the process. In School A that number is still relatively small and is composed primarily of the IC, which is understandable since it is primarily the IC that has been empowered at this point. In School B not only are most of the staff members beginning to feel empowered, but students have also been successfully brought into the process. Noticeably absent at present is significant involvement by parents in either school.

Implications

The findings from this study suggest that implementing changes in secondary schools is often the result of both planned and unplanned activities. In School A when the principal was asked to analyze his role in these changes, he responded by saying that they were to a great degree the result of unplanned opportunities and he could only take credit for seizing the moment. Considering the paralysis that existed in that school, it was probably an honest response. However, as changes were successfully implemented it created an expectation for change that contributed to the development of planned change.

During discussions with the principal of School B, he indicated that the success his staff has experienced, coupled with the actual increases in

the mean scores on the effective schools characteristics, has created an enthusiasm for planning and implementing future changes. The efficacy of the staff has increased significantly. Discussions with the staff reflect the principal's perception.

The effective schools characteristics provide a valuable source of information to educators interested in implementing change in secondary schools. Their utilization can provide information that can be used when addressing all four of the factors identified by Fullan and Pomfret:

- o the characteristics of the innovation,
- o the strategies,
- o the characteristics of the adopting unit,
- o the characteristics of the macro-sociopolitical unit.

Second, school districts, state education agencies, state legislatures, and the federal government need to become more clear in their understanding of the conditions that lead to the adoption of change and the conditions that result in the implementation of change. If these agencies are truly interested in producing lasting change the resources, timelines, and organizational structures that promote successful implementation need to be considered more carefully.

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APPENDIX A

SCANTRON FORM NO. T-101145-UW 3887-C084-5 4 3 2 1

What is your status?

○ Certificated ○ Non-certificated

SCHOOL (Please do not write outside this box.)

THE STAFF ASSESSMENT QUESTIONNAIRE

This instrument is designed to provide you the opportunity to express your opinions about your work and various ideas you may have about your school. There are no right or wrong responses, so please do not hesitate to respond frankly.

You will notice there is no place for your name on this questionnaire. Please DO NOT record your name anywhere on this form. All responses will be strictly confidential and results will be reported by groups only.

PLEASE ENTER YOUR STATUS AND SCHOOL AT THE TOP OF THIS PAGE AND PAGE 3.

Read each of the statements on the following pages carefully. Then indicate whether you STRONGLY AGREE, AGREE, are UNDECIDED, DISAGREE, or STRONGLY DISAGREE with each statement by filling in the appropriate bubble on the answer sheet. PLEASE DO NOT OMIT ANY ITEMS.

Mark your answers in pencil only.

Make dark marks and completely fill the circle.

Mark only ONE answer for each item.

If you need to change an answer, erase the first mark completely, then mark your new choice.

This instrument has been developed collaboratively by the Seattle School District and the University of Washington through the Effective Schools Project.

STRONGLY DISAGREE
DISAGREE
UNDECIDED
AGREE
STRONGLY AGREE

1. District-adopted textbooks guide my planning of instruction. ○○○○○
2. Our school provides its students with a strong multiethnic-multicultural education. ○○○○○
3. I teach basically the same content that is taught in other classes at the same grade or same course in my school. ○○○○○
4. Staff members of our school are sensitive to the needs and concerns of both sexes. ○○○○○
5. Staff at our school have the same expectations of academic achievement for both female and male students. ○○○○○
6. Criterion-referenced tests are used to assess basic skills throughout the school. ○○○○○
7. The curriculum of our school is multiethnic and multicultural. ○○○○○
8. Student assessment information (such as criterion-referenced tests, skill checklists, etc.) is used regularly to give specific student feedback and plan appropriate instruction. ○○○○○
9. My school has effective programs for students who are in need of remediation. ○○○○○
10. Our school's staff examines instructional materials for ethnic and racial bias. ○○○○○
11. Assemblies and special activities at our school reflect the ethnic and cultural diversity in the community. ○○○○○
12. The principal uses test results to recommend changes in the instructional program. ○○○○○
13. My school has effective procedures for identifying students with special learning needs. ○○○○○
14. The teaching styles in our school are sensitive to the needs and concerns of both sexes. ○○○○○

STRONGLY DISAGREE
DISAGREE
UNDECIDED
AGREE
STRONGLY AGREE

15. Multiple assessment methods are used to assess student progress in basic skills (e.g., criterion-referenced tests, work samples, mastery checklists, etc.). ○○○○○
16. Teachers in my school frequently assess the progress of students in basic skills. ○○○○○
17. The principal in my school is aware of student progress in relation to instructional objectives. ○○○○○
18. What I teach in my class contributes to the content of the grade or course that follows it. ○○○○○
19. Our school's curriculum helps students view ideas from diverse ethnic perspectives and points of view. ○○○○○
20. Staff members of our school are sensitive to ethnic and cultural differences. ○○○○○
21. My school is responsive to students with special learning needs. ○○○○○
22. Staff review and analyze test results to plan instructional program changes. ○○○○○
23. Students with special learning needs in my class are not receiving the instructional program they need. ○○○○○
24. The teaching styles in our school are sensitive to the ethnic and cultural diversity of our students. ○○○○○
25. District curriculum documents guide my planning of instruction. ○○○○○
26. The atmosphere of our school is responsive to cultural, ethnic and language differences. ○○○○○
27. Procedures used to motivate students are fair to both sexes. ○○○○○
28. What I teach in my class builds upon the content of the grade or course that precedes it. ○○○○○
29. Bulletin boards and other displays in our school reflect ethnic and cultural pluralism. ○○○○○

What is your status?

○ Certificated ○ Non-certificated

SCHOOL (Please do not write outside this box.)

STRONGLY DISAGREE
DISAGREE
UNDECIDED
AGREE
STRONGLY AGREE

30. People in my school are willing to listen to the ideas and feelings of others, even when they disagree. ○○○○○
31. Most students in my school will perform at about the national average in academic achievement. ○○○○○
32. Students cut a lot of classes. ○○○○○
33. No challenge is too tough for our staff. ○○○○○
34. My principal leads formal discussions concerning instruction and student achievement. ○○○○○
35. Many of my students will probably leave school before high school graduation. ○○○○○
36. Most students in my school are capable of mastering grade-level academic objectives. ○○○○○
37. Vandalism is a problem in my school. ○○○○○
38. People in our building seek out training experiences that increase their ability to educate students. ○○○○○
39. Teachers in my school turn to the principal with instructional concerns or problems. ○○○○○
40. Teachers know and treat students as individuals. ○○○○○
41. I would transfer to another school if I could. ○○○○○
42. My principal provides frequent feedback regarding my classroom performance. ○○○○○
43. Teachers in my school generally believe most students are able to master the basic reading/math skills. ○○○○○
44. I expect that most students in my school will perform above the national average in academic achievement. ○○○○○

STRONGLY DISAGREE
DISAGREE
UNDECIDED
AGREE
STRONGLY AGREE

45. Our staff holds itself to the highest professional standards. ○○○○○
46. My principal assists faculty in interpreting test results. ○○○○○
47. We are committed to working together as a faculty. ○○○○○
48. Nearly all of my students will be at or above grade level by the end of this year. ○○○○○
49. Drug and alcohol abuse are problems in this school. ○○○○○
50. My principal is an effective disciplinarian. ○○○○○
51. People in our building work hard to maintain good relations with parents. ○○○○○
52. Discipline is fair and related to violations of agreed-upon rules. ○○○○○
53. Teachers in other schools would rate my school's level of academic achievement as good. ○○○○○
54. Stealing is a problem in this school. ○○○○○
55. My principal is an important instructional resource in our school. ○○○○○
56. A positive feeling permeates this school. ○○○○○
57. I am satisfied with the variety of extracurricular activities at this school. ○○○○○
58. My principal promotes staff development activities for faculty. ○○○○○
59. My principal communicates clearly to me regarding instructional matters. ○○○○○
60. Teachers and staff members take a real interest in their students' future. ○○○○○

STRONGLY DISAGREE
DISAGREE
UNDECIDED
AGREE
STRONGLY AGREE

61. Staff in our building have a great deal of trust. ○○○○○

62. My principal is accessible to discuss matters dealing with instruction. ○○○○○

63. My principal encourages the use of different instructional strategies. ○○○○○

64. I enjoy working at this school. ○○○○○

65. Student behavior is generally positive at my school. ○○○○○

66. Most of my students will show at least one year's growth in academic achievement this year. ○○○○○

67. My principal mobilizes support to help achieve academic goals. ○○○○○

68. Discussions with my principal result in improved instructional practice. ○○○○○

69. If a person in the building runs into trouble, someone helps him or her out. ○○○○○

70. The academic ability of students in my school compares favorably with students in other schools. ○○○○○

71. I expect most students in my school will perform below the national average in academic achievement. ○○○○○

72. My principal makes frequent classroom observations. ○○○○○

73. Most of the students in my school will ultimately graduate from high school. ○○○○○

74. My principal is knowledgeable about instructional resources. ○○○○○

75. Students can count on staff members to listen to their side of the story and be fair. ○○○○○

76. The district can count on us to give our best. ○○○○○

77. My principal's evaluation of my performance helps me improve my teaching. ○○○○○

STRONGLY DISAGREE
DISAGREE
UNDECIDED
AGREE
STRONGLY AGREE

78. Students in my school abide by school rules. ○○○○○

79. My principal is a strong instructional leader. ○○○○○

80. My school building is neat, bright, clean and comfortable. ○○○○○

81. Staff in our school are proud of what they do. ○○○○○

82. My principal is an active participant in staff development. ○○○○○

83. We are ready to learn to do our jobs in a new way if it will meet the needs of students. ○○○○○

84. Staff and students do not view security as an issue in my school. ○○○○○

85. Staff in this school really care about how much students learn. ○○○○○

86. This school makes students enthusiastic about learning. ○○○○○

87. My principal is a "visible presence" in our building to both staff and students. ○○○○○

88. Whatever it takes, people in our building solve problems. ○○○○○

89. I feel there are procedures open to me to go to a higher authority if a decision has been made that seems unfair. ○○○○○

90. My principal uses clearly communicated criteria for judging my performance. ○○○○○

91. My principal provides a clear vision of what our school is all about. ○○○○○

92. The physical condition of my school is generally pleasant and well-kept. ○○○○○

93. Problems in this school are recognized and worked on. ○○○○○

94. People in this building are willing to help out wherever they are needed. ○○○○○

APPENDIX B

Table B-1
Test-Retest Reliability Estimates, Means, and Standard Deviations of Teacher Responses to the School Staff Questionnaire

Characteristic	Alpha	SEm	Sd	Sig.
Strong Leadership	.73	4.86	9.13	.001
Dedicated Staff	.74	2.13	4.62	.047
High Expectations	.65	2.02	5.86	.001
Frequent Monitoring of Student Progress	.91	1.22	3.62	.001
Early Identification of Student Learning Problems	.70	1.72	3.36	.001
Positive Learning Climate	.83	3.82	7.96	.001
Curriculum Continuity	.88	1.61	3.82	.001
Multicultural Education	.84	1.58	4.06	.001
Sex Equity	.79	1.06	2.86	.001

APPENDIX C

Staff Assessment Questionnaire

AVERAGE SCORE FOR STRONG LEADERSHIP (19 Questions)*

	1986	1987
Number of Respondents	44	50
Average	2.47	3.00

STRONG LEADERSHIP QUESTIONS

8. *My principal leads formal discussions concerning instruction and student achievement.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	0	6
Agree	27	36
Undecided	9	20
Disagree	39	20
Strongly Disagree	25	18

17. *Teachers in my school turn to the principal with instructional concerns or problems.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	2	4
Agree	11	28
Undecided	5	18
Disagree	45	30
Strongly Disagree	36	20

STRONG LEADERSHIP QUESTIONS (Continued)

48. *My principal promotes staff development activities for faculty.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	14	8
Agree	32	44
Undecided	20	18
Disagree	23	12
Strongly Disagree	11	18

49. *My principal communicates clearly to me regarding instructional matters.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	5	8
Agree	20	36
Undecided	14	14
Disagree	36	26
Strongly Disagree	25	16

52. *My principal is accessible to discuss matters dealing with instruction.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	5	14
Agree	20	43
Undecided	20	8
Disagree	30	22
Strongly Disagree	25	12

STRONG LEADERSHIP QUESTIONS (Continued)

66. *My principal makes frequent classroom observations.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	0	10
Agree	11	41
Undecided	5	8
Disagree	41	20
Strongly Disagree	43	20

68. *My principal is knowledgeable about instructional resources.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	5	12
Agree	23	39
Undecided	39	18
Disagree	20	24
Strongly Disagree	14	6

71. *My principal's evaluation of my performance helps me improve my teaching.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	5	8
Agree	23	43
Undecided	25	12
Disagree	20	24
Strongly Disagree	27	12

STRONG LEADERSHIP QUESTIONS (Continued)

84. *My principal uses clearly communicated criteria for judging my performance.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	9	12
Agree	32	55
Undecided	20	12
Disagree	18	8
Strongly Disagree	20	12

85. *My principal provides a clear vision of what our school is all about.*

	1986	1987
Number of Respondents	44	48
Percentage who:		
Strongly Agree	5	6
Agree	9	33
Undecided	32	21
Disagree	34	21
Strongly Disagree	20	19

DEDICATED STAFF QUESTIONS (Continued)

27. *Our staff holds itself to the highest professional standards.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	5	8
Agree	11	38
Undecided	25	22
Disagree	48	26
Strongly Disagree	11	6

30. *We are committed to working together as a faculty.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	0	2
Agree	16	22
Undecided	7	28
Disagree	45	30
Strongly Disagree	32	18

40. *People in our building work hard to maintain good relations with parents.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	11	6
Agree	52	70
Undecided	30	16
Disagree	5	6
Strongly Disagree	2	2

DEDICATED STAFF QUESTIONS (Continued)

75. *Staff in our school are proud of what they do.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	5	2
Agree	45	61
Undecided	27	14
Disagree	14	20
Strongly Disagree	9	2

77. *We are ready to learn to do our jobs in a new way if it will meet the needs of students.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	11	16
Agree	57	55
Undecided	18	14
Disagree	9	10
Strongly Disagree	5	4

79. *Staff in this school really care about how much students learn.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	14	16
Agree	70	67
Undecided	9	10
Disagree	5	4
Strongly Disagree	2	2

Staff Assessment Questionnaire

AVERAGE SCORE FOR HIGH EXPECTATIONS (11 Questions)*

	1986	1987
Number of Respondents	44	50
Average	3.09	3.24

HIGH EXPECTATIONS QUESTIONS

2. *Most students in my school will perform at about the national average in academic achievement.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	2	6
Agree	43	42
Undecided	7	20
Disagree	41	28
Strongly Disagree	7	4

11. *Many of my students will probably leave school before high school graduation.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	9	8
Agree	30	22
Undecided	9	10
Disagree	39	46
Strongly Disagree	14	14

Staff Assessment Questionnaire

HIGH EXPECTATIONS QUESTIONS (Continued)

32. *Nearly all of my students will be at or above grade level by the end of this year.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	2	2
Agree	25	34
Undecided	25	22
Disagree	39	30
Strongly Disagree	9	12

42. *Teachers in other schools would rate my school's level of academic achievement as good.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	0	2
Agree	30	36
Undecided	30	24
Disagree	30	26
Strongly Disagree	11	12

57. *Most of my students will show at least one year's growth in academic achievement this year.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	0	8
Agree	57	63
Undecided	23	18
Disagree	18	6
Strongly Disagree	2	4

Staff Assessment Questionnaire

AVERAGE SCORE FOR FREQUENT MONITORING (7 Questions)*

	1986	1987
Number of Respondents	44	50
Average	2.71	2.97

FREQUENT MONITORING QUESTIONS

15. *Criterion-referenced tests are used to assess basic skills throughout the school.*

	1986	1987
Number of Respondents	43	50
Percentage who:		
Strongly Agree	5	2
Agree	12	20
Undecided	40	36
Disagree	28	30
Strongly Disagree	16	12

18. *Student assessment information (such as criterion-referenced tests, skill checklists, etc.) is used regularly to give specific student feedback and plan appropriate instruction.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	0	4
Agree	27	43
Undecided	30	20
Disagree	34	22
Strongly Disagree	9	10

FREQUENT MONITORING QUESTIONS (Continued)

37. *The principal in my school is aware of student progress in relation to instructional objectives.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	0	6
Agree	23	40
Undecided	30	24
Disagree	27	18
Strongly Disagree	20	12

59. *Staff review and analyze test results to plan instructional program changes.*

	1986	1987
Number of Respondents	44	48
Percentage who:		
Strongly Agree	2	2
Agree	20	19
Undecided	18	29
Disagree	45	44
Strongly Disagree	14	6

EARLY IDENTIFICATION QUESTIONS (Continued)

58. *My school is responsive to students with special learning needs.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	11	8
Agree	57	59
Undecided	16	16
Disagree	11	12
Strongly Disagree	5	4

61. *Students with special learning needs in my class are not receiving the instructional program they need.*

	1986	1987
Number of Respondents	43	49
Percentage who:		
Strongly Agree	5	8
Agree	33	22
Undecided	16	12
Disagree	37	47
Strongly Disagree	9	10

Staff Assessment Questionnaire

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

13. *Vandalism is a problem in my school.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	41	12
Agree	45	32
Undecided	7	16
Disagree	5	36
Strongly Disagree	2	4

19. *Teachers know and treat students as individuals.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	18	16
Agree	66	66
Undecided	11	10
Disagree	5	6
Strongly Disagree	0	2

21. *I would transfer to another school if I could*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	27	20
Agree	16	20
Undecided	16	18
Disagree	32	26
Strongly Disagree	9	16

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

43. *Stealing is a problem in this school.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	16	10
Agree	43	36
Undecided	20	20
Disagree	20	32
Strongly Disagree	0	2

45. *A positive feeling permeates this school.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	0	2
Agree	5	16
Undecided	2	18
Disagree	57	38
Strongly Disagree	36	26

46. *I am satisfied with the variety of extracurricular activities at this school.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	16	14
Agree	55	54
Undecided	7	16
Disagree	16	12
Strongly Disagree	7	4

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

69. *Students can count on staff members to listen to their side of the story and be fair.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	7	6
Agree	68	65
Undecided	16	12
Disagree	5	12
Strongly Disagree	5	4

72. *Students in my school abide by school rules.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	2	2
Agree	18	53
Undecided	9	12
Disagree	61	29
Strongly Disagree	9	4

74. *My school building is neat, bright, clean and comfortable.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	0	4
Agree	11	43
Undecided	7	16
Disagree	48	18
Strongly Disagree	34	18

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

91. *The physical condition of my school is generally pleasant and well-kept.*

	1986	1987
Number of Respondents	44	47
Percentage who:		
Strongly Agree	0	4
Agree	5	49
Undecided	5	9
Disagree	57	19
Strongly Disagree	34	19

92. *Problems in this school are recognized and worked on*

	1986	1987
Number of Respondents	44	47
Percentage who:		
Strongly Agree	0	6
Agree	27	45
Undecided	20	17
Disagree	39	17
Strongly Disagree	14	15

CURRICULUM CONTINUITY QUESTIONS (Continued)

39. *What I teach in my class contributes to the content of the grade or course that follows it.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	32	30
Agree	57	60
Undecided	7	2
Disagree	2	6
Strongly Disagree	2	2

87. *District curriculum documents guide my planning of instruction.*

	1986	1987
Number of Respondents	42	47
Percentage who:		
Strongly Agree	2	4
Agree	14	40
Undecided	24	4
Disagree	45	36
Strongly Disagree	14	15

90. *What I teach in my class builds upon the content of the grade or course that precedes it.*

	1986	1987
Number of Respondents	43	46
Percentage who:		
Strongly Agree	14	13
Agree	60	67
Undecided	7	9
Disagree	14	4
Strongly Disagree	5	7

MULTICULTURAL QUESTIONS (Continued)

23. *Our school's staff examines instructional materials for ethnic and racial bias.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	5	4
Agree	34	26
Undecided	30	30
Disagree	20	28
Strongly Disagree	11	12

25. *Assemblies and special activities at our school reflect the ethnic and cultural diversity in the community.*

	1986	1987
Number of Respondents	44	50
Percentage who:		
Strongly Agree	0	6
Agree	34	36
Undecided	18	20
Disagree	30	22
Strongly Disagree	18	16

47. *Our school's curriculum helps students view ideas from diverse ethnic perspectives and points of view.*

	1986	1987
Number of Respondents	44	49
Percentage who:		
Strongly Agree	0	2
Agree	16	29
Undecided	36	35
Disagree	34	24
Strongly Disagree	14	10

MULTICULTURAL QUESTIONS (Continued)

94. *Bulletin boards and other displays in our school reflect ethnic and cultural pluralism.*

	1986	1987
Number of Respondents	43	44
Percentage who:		
Strongly Agree	0	2
Agree	2	18
Undecided	42	27
Disagree	33	32
Strongly Disagree	23	20

APPENDIX D

MEMORANDUM

TO:
FROM:
DATE: September 10, 1986
RE: 1986-87 School Goals

The building goals listed below were developed by our Instructional Council during our Summer 1986 Retreat.

1. Improve average daily attendance to 95% (1985-86: 92%).

2. Increase academic learning time (A.L.T.) in each class.
   a. Reduce administrative disruptions
   b. Increase teacher awareness
   c. Reduce the number of student tardies

3. Increase the number of parental contacts by the teaching staff.
   a. Increase the number of positive contacts
   b. Mark parental contacts (phone calls, notes home, conferences, etc.) in the grade/attendance book.

4. Volunteer teachers and administrators will share techniques regarding effective teaching in specific content areas during the school year.

5. The scheduling committee will examine scheduling options for expanding the number of elective classes and/or increased number of required classes.

6. The trained teachers and administrators will introduce the teaching staff to the principles of F.P.M.S.

7. Standarized Subject Area Tests will be reviewed and implemented in specific subject areas.

8. Continue the improvements in the physical plant and school climate projects/ strategies implemented last year.

9. Improve communications with the community using the following methods:
   a. Openhouse
   b. Parent's Newsletter
   c. Use the ideas found in the communications notebook (see and
   d. Each department will have a monthly contribution to the Parent's Newsletter.
   e. The staff will make an effort to get a school related article submitted to the Times.

10. The Instructional Council members and Administrators will encourage the entire faculty to help implement building goals.

Instructional Council Meeting Minutes September 8, 1986

1. and reviewed their planned presentation to the faculty meeting on September 9, 1986.

2. Teacher's Expectations will be put in a notebook to be placed in each teacher's room.

3. Discussed following up on school goals

   -- Must keep the faculty informed
   -- Publish weekly/daily attendance
   -- Invitations for open house
   -- Overhead at each meeting
   -- Goal(s) of the month idea to be shared at faculty meetings

4. District I. C. Reps

   --
   --

5. First Day Evaluation

   -- Freshman should be released first
   -- Make periods the same length
   -- Very good Principal's speech

6. Put attendance clips on doors

7. Unexcused tardies should not be sent to office

8. Need updated class lists

9. Next Meeting 9/19/86 - 6:45 a.m. District Office

   Agenda:

In addition to the goals developed by the instructional council, the entire faculty also developed expectations of teachers and administrators. These expectations were written in a process whereby I met with teachers during their preparation periods last Spring. After all the teachers had input, each preparation period appointed a representative who presented a report designed to share their expectations at a faculty meeting. Those expectations were listed as the reports were given. Through a process of elimination, we developed the following expectations:

ADMINISTRATORS ARE EXPECTED TO:

1. Handle discipline referrals within 24 hours according to the "Consequences of Violation" Chart and teachers will receive notification of the action taken within 48 hours.

2. Visit classrooms five (5) hours a week.

3. Communicate a positive attitude toward staff by giving complimentary comments, notes, and procedures.

4. Deal individually with teachers who do not follow school rules, policies, or procedures.

5. Allow sufficient time to complete required tasks.

6. Seek staff for the purpose of forming the following standing committees:
   a. Attendance
   b. Discipline
   c. Grading, comment sheets, final test schedule, etc.
   d. Positive staff and student recognition
   e. Student/Teaching Schedules

7. Keep the teachers informed of district and state policies which affect the high school.

8. Schedule preparation period meetings once a month during the school year.

TEACHERS ARE EXPECTED TO:

1. Enforce the student code of conduct and resolve minor discipline problems within the classroom.

2. Serve as positive role models by complying with school policy, protecting confidences and exhibiting positive behavior.

3. Keep the students productively involved in the learning process for the entire class period.

4. Complete assigned tasks in a timely and efficient manner.

5. Communicate their concerns to the principal through the standing committees or individually.

6. Attend their monthly department meetings for the purposes of: curriculum development and coordination, problem solving, budget requests, preview instructional material, and scheduling recommendations.

7. Attend the professional growth activities sponsored by the state, the district, the building instructional council and within the department.

We are monitoring and evaluating our goals and expectations in the following ways:

1. We will meet with the teachers again during their preparation periods. This will give us an opportunity to discuss the goals and expectations.

2. The instructional council is developing a process where objective data can be collected to help us measure the success of our goals and expectations.

3. We will emphasize certain goals and expectations each month at faculty and department meetings.

4. There is a section reserved at each faculty meeting to discuss our goals and expectations. In addition, volunteer teachers and administrators will give presentations to the faculty designed to give usable suggestions the teachers can use to implement certain goals and expectations in their classrooms.

5. Likewise, goals and expectations will be a subject for each of our department meetings.

The Administration at the high school as well as the members of the Instructional Council are committed to keeping our goals and expectations high on the list of priorities of each staff member. We plan to develop new ideas for implementation of our goals and expectations as the year progresses.

Thank you for giving us the opportunity to meet with our Instructional Council away from the daily interruptions of school. I know you will see many positive changes throughout the district as a result of our instructional council meetings.

MEMORANDUM

TO:
FROM:
RE: Imlementation of District Goals
DATE: October 2, 1986

Objective 1

We plan to improve the quality of instruction-within all areas of our curriculum at the high school. We will develop a three-year plan which will include:

A. Review of what is taught in each subject at the high school
B. Coordination of the curriculum in English, Math, and Science with the Middle School.
C. A standardized testing program for students grades 9 - 12.
D. Examination and selection of subject specific tests for selected courses. Each year more tests will be added.
E. Development of a budget needed to imlement our goals for each of the three years.
F. A plan for rewriting our objectives and curriculum guides grades 9 - 12 over the next three years.

Objective 2

We will continue to communicate with the community effectively. We plan to support the districts efforts in the following ways:

A. The high school newsletter will be sent to parents of the students each month informing them of new programs, student accomplishments, and other items of interest.
B. We will contribute articles to the district newsletter each month.
C. Articles will appear regularly in the Times regarding student achievement, academic programs, and other positive opportunities for students.
D. Our Parent's Advisory Committee will continue their efforts to communicate with the public and be involved in the decision making process at the high school.

Objective 3

We will continue to work toward providing a clean, safe, adequate learning environment for our students. To that end we will:

A. Ask the School Board to provide additional money to fund our building/grounds improvement projects.
B. Monitor student conduct in the classrooms and hallways to assure each student has a safe and orderly educational environment.
C. Ask for another portable classroom so that our "floating" teacher is in four different rooms during the day) has adequate teaching space.
D. Support the efforts to pass a bond issue for a new elementary school.

Objective 4

We will work to insure a high quality education for our students by:

A. Implementing the elements from Effective Schools Research. Specifically, we devote a part of each faculty meeting to the sharing of ideas with the staff regarding techniques research has shown to be effective.

B. Improving the process of teacher evaluation. We are already far ahead of where we have been in the past at this time.

C. Minimizing daily interruptions to the instructional process. We have almost eliminated early releases for sports and announcements over the intercom. Assembly schedules have also been developed in such a way that a few minutes is taken from each class rather than a large portion from one class.

D. Making sure each high school administrator spends time in the classroom observing teachers or outside the classroom conferencing with teachers.

E. Introducing the elements of F. P. M. S. to our entire faculty. Our administrators and peer coaches are using the F. P. M. S. instruments with selected members of our teaching staff.

F. Focusing our in-service at the high school to the development of curriculum.

High School Instructional Council
October 7, 1986

Present:

and
Instructional Council. reviewed their minutes from the District

Much time was spent discussing the district inservice days and curriculum model to be developed by by 10/23/86.

The high school will use the district curriculum model and begin the process of writing curriculum in all subject areas.
and will meet with , regarding clarification of the directions in his memo.

High School Open House - Optional or Required? checked the teacher's contract and found the following statement on page 44: "c. Evening Meetings - Employees shall not be required to attend more than two (2) evening meetings per year (PTA functions, open houses, advisory committee meetings, etc.) unless such meetings are unique to the assignment and understood when the basic contract is agreed to." We have only one such meeting a year at the high schol and that is our open house.

Chairman	Department	Members of Committee to be asked
	Math	
	Writing	
	Science	

Other items of Concern:

a. Good memo from regarding prep period meetings.
b. Good input regarding tardy suggestion in memo.
c. Concern: Assignment request form for I.S.S. brought around by student. The procedure will be reviewed, revised by and Memo will follow.
d. Agenda for I. C. meetings and Faculty meetings will be published in advance to all faculty.
e. Concern regarding float construction:
   1. Unhealthy competition between classes
   2. Money could be better spent (both student money and teacher supervision money) on other projects.
   3. Negative reaction expressed by community and parents.
   4. Another point of view: excellent long-term tradition that shouldn't be changed.
   5. Lack of teacher support during supervision time.
   6. Rules regarding time devoted to float construction should be reduced.
f. Pep assemblies should include more sports, more competition, more positive recognition, etc.
g. Copy machines: A new one is coming in March.
h. Schedule changes: both teachers must give permission before a change will be made.
i. Counselors need to be aware of curriculum, course objectives, etc., before changing schedules.

APPENDIX E

Staff Assessment Questionnaire

AVERAGE SCORE FOR STRONG LEADERSHIP (19 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.39	3.60

STRONG LEADERSHIP QUESTIONS

8. *My principal leads formal discussions concerning instru and student achievement.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	11	30
Agree	54	41
Undecided	5	11
Disagree	24	19
Strongly Disagree	5	0

17. *Teachers in my school turn to the principal with instru concerns or problems.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	11	30
Agree	43	46
Undecided	27	16
Disagree	16	5
Strongly Disagree	3	3

STRONG LEADERSHIP QUESTIONS (Continued)

22. *My principal provides frequent feedback regarding my performance.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	3
Agree	22	27
Undecided	19	14
Disagree	43	35
Strongly Disagree	11	22

29. *The principal assists faculty in interpreting test r*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	0
Agree	24	30
Undecided	30	35
Disagree	38	35
Strongly Disagree	5	0

44. *My principal is an important instructional resource school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	11
Agree	43	41
Undecided	19	27
Disagree	27	19
Strongly Disagree	5	3

STRONG LEADERSHIP QUESTIONS (Continued)

48. *My principal promotes staff development activities for faculty.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	30	43
Agree	51	41
Undecided	8	3
Disagree	5	8
Strongly Disagree	5	5

49. *My principal communicates clearly to me regarding instructional matters.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	14
Agree	41	54
Undecided	19	14
Disagree	22	14
Strongly Disagree	3	5

52. *My principal is accessible to discuss matters dealing instruction.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	8	19
Agree	49	49
Undecided	22	8
Disagree	14	19
Strongly Disagree	8	5

STRONG LEADERSHIP QUESTIONS (Continued)

53. *My principal encourages the use of different instructional strategies.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	24	42
Agree	59	50
Undecided	8	8
Disagree	8	0
Strongly Disagree	0	0

60. *My principal mobilizes support to help achieve academic goals.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	14
Agree	57	57
Undecided	27	22
Disagree	8	8
Strongly Disagree	3	0

62. *Discussions with my principal result in improved instructional practice.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	8
Agree	59	57
Undecided	24	30
Disagree	14	5
Strongly Disagree	0	0

STRONG LEADERSHIP QUESTIONS (Continued)

66. *My principal makes frequent classroom observations.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	0	3
Agree	24	28
Undecided	14	8
Disagree	41	42
Strongly Disagree	22	19

68. *My principal is knowledgeable about instructional resources.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	16
Agree	62	70
Undecided	27	11
Disagree	5	0
Strongly Disagree	0	3

71. *My principal's evaluation of my performance helps me improve my teaching.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	22
Agree	57	43
Undecided	16	24
Disagree	5	5
Strongly Disagree	5	5

STRONG LEADERSHIP QUESTIONS (Continued)

73. *My principal is a strong instructional leader.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	3	14
Agree	41	39
Undecided	35	33
Disagree	19	11
Strongly Disagree	3	3

76. *My principal is an active participant in staff development.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	38
Agree	59	49
Undecided	14	8
Disagree	8	5
Strongly Disagree	3	0

81. *My principal is a "visible presence" in our building to both staff and students.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	8	11
Agree	46	51
Undecided	14	11
Disagree	30	24
Strongly Disagree	3	3

STRONG LEADERSHIP QUESTIONS (Continued)

84. *My principal uses clearly communicated criteria for judging my performance.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	24
Agree	51	49
Undecided	19	14
Disagree	14	5
Strongly Disagree	0	8

85. *My principal provides a clear vision of what our school is all about.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	14
Agree	49	62
Undecided	27	19
Disagree	22	5
Strongly Disagree	0	0

Staff Assessment Questionnaire

AVERAGE SCORE FOR DEDICATED STAFF (13 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.68	3.84

DEDICATED STAFF QUESTIONS

4. *No challenge is too tough for our staff.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	14	6
Agree	27	53
Undecided	27	19
Disagree	32	19
Strongly Disagree	0	3

14. *People in our building seek out training experiences that increase their ability to educate students.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	27	32
Agree	57	54
Undecided	5	8
Disagree	11	3
Strongly Disagree	0	3

DEDICATED STAFF QUESTIONS (Continued)

27. *Our staff holds itself to the highest professional standards.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	5
Agree	57	59
Undecided	16	16
Disagree	22	16
Strongly Disagree	3	3

30. *We are committed to working together as a faculty.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	11	8
Agree	54	62
Undecided	11	14
Disagree	24	14
Strongly Disagree	0	3

40. *People in our building work hard to maintain good relations with parents.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	14
Agree	76	59
Undecided	14	16
Disagree	3	11
Strongly Disagree	3	0

DEDICATED STAFF QUESTIONS (Continued)

51. *Staff in our building have a great deal of trust.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	8	14
Agree	54	49
Undecided	16	
Disagree	16	0
Strongly Disagree	5	8

63. *If a person in the building runs into trouble, someone helps him or her out.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	11	27
Agree	57	51
Undecided	19	16
Disagree	11	3
Strongly Disagree	3	3

70. *The district can count on us to give our best.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	24	33
Agree	68	56
Undecided	5	0
Disagree	3	8
Strongly Disagree	0	3

DEDICATED STAFF QUESTIONS (Continued)

75. *Staff in our school are proud of what they do.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	19	27
Agree	54	68
Undecided	24	3
Disagree	3	3
Strongly Disagree	0	0

77. *We are ready to learn to do our jobs in a new way if it will meet the needs of students.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	14	27
Agree	70	68
Undecided	11	0
Disagree	5	5
Strongly Disagree	0	0

79. *Staff in this school really care about how much students learn.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	27
Agree	73	65
Undecided	5	5
Disagree	5	3
Strongly Disagree	0	0

DEDICATED STAFF QUESTIONS (Continued)

82. *Whatever it takes, people in our building solve problems.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	8
Agree	46	54
Undecided	27	16
Disagree	24	19
Strongly Disagree	0	3

93. *People in this building are willing to help out wherever they are needed.*

	1986	1987
Number of Respondents	36	37
Percentage who:		
Strongly Agree	3	16
Agree	78	62
Undecided	14	16
Disagree	6	5
Strongly Disagree	0	0

Staff Assessment Questionnaire

AVERAGE SCORE FOR HIGH EXPECTATIONS (11 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.30	3.35

HIGH EXPECTATIONS QUESTIONS

2. *Most students in my school will perform at about the national average in academic achievement.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	5
Agree	46	43
Undecided	14	19
Disagree	30	22
Strongly Disagree	8	11

11. *Many of my students will probably leave school before high school graduation.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	19
Agree	19	27
Undecided	14	5
Disagree	49	38
Strongly Disagree	14	11

HIGH EXPECTATIONS QUESTIONS (Continued)

12. *Most students in my school are capable of mastering grade level academic objectives.*

	1986	1987
Number of Respondents	36	37
Percentage who:		
Strongly Agree	6	19
Agree	58	57
Undecided	11	3
Disagree	17	22
Strongly Disagree	8	0

24. *Teachers in my school generally believe most students are able to master the basic reading/math skills.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	8	14
Agree	54	54
Undecided	8	16
Disagree	22	14
Strongly Disagree	8	3

26. *I expect that most students in my school will perform above national average in academic achievement.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	0	3
Agree	19	30
Undecided	19	11
Disagree	51	49
Strongly Disagree	11	8

HIGH EXPECTATIONS QUESTIONS (Continued)

32. *Nearly all of my students will be at or above grade level by the end of this year.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	8
Agree	24	27
Undecided	22	22
Disagree	41	32
Strongly Disagree	8	11

42. *Teachers in other schools would rate my school's level of academic achievement as good.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	14
Agree	59	51
Undecided	27	27
Disagree	5	8
Strongly Disagree	3	0

57. *Most of my students will show at least one year's growth in academic achievement this year.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	8	3
Agree	54	42
Undecided	30	36
Disagree	5	14
Strongly Disagree	3	6

HIGH EXPECTATIONS QUESTIONS (Continued)

64. *The academic ability of students in my school compares favorably with students in other schools.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	22
Agree	57	43
Undecided	24	16
Disagree	11	19
Strongly Disagree	5	0

65. *I expect most students in my school will perform below the national average in academic achievement.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	3
Agree	19	19
Undecided	14	16
Disagree	57	54
Strongly Disagree	5	8

67. *Most of the students in my school will ultimately graduate from high school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	19
Agree	89	57
Undecided	5	8
Disagree	0	11
Strongly Disagree	0	5

Staff Assessment Questionnaire

AVERAGE SCORE FOR FREQUENT MONITORING (7 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.15	3.35

FREQUENT MONITORING QUESTIONS

15. *Criterion-referenced tests are used to assess basic skills throughout the school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	14
Agree	35	24
Undecided	46	35
Disagree	14	24
Strongly Disagree	0	3

18. *Student assessment information (such as criterion-referenced tests, skill checklists, etc.) is used regularly to give specific student feedback and plan appropriate instruction.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	8
Agree	32	51
Undecided	30	24
Disagree	30	16
Strongly Disagree	3	0

FREQUENT MONITORING QUESTIONS (Continued)

28. *The principal uses test results to recommend changes in the instructional program.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	0
Agree	11	30
Undecided	41	32
Disagree	41	35
Strongly Disagree	5	3

34. *Multiple assessment methods are used to assess student progress in basic skills (e.g., criterion-referenced tests, work samples, mastery checklists, etc.).*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	8
Agree	41	41
Undecided	43	32
Disagree	11	19
Strongly Disagree	3	0

35. *Teachers in my school frequently assess the progress of students in basic skills.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	14
Agree	46	62
Undecided	35	5
Disagree	11	19
Strongly Disagree	3	0

FREQUENT MONITORING QUESTIONS (Continued)

37. *The principal in my school is aware of student progress in relation to instructional objectives.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	11	8
Agree	49	57
Undecided	24	19
Disagree	14	14
Strongly Disagree	3	3

59. *Staff review and analyze test results to plan instructional program changes.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	0	8
Agree	24	32
Undecided	35	32
Disagree	35	27
Strongly Disagree	5	0

Staff Assessment Questionnaire

AVERAGE SCORE FOR EARLY IDENTIFICATION (4 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.49	3.85

EARLY IDENTIFICATION QUESTIONS

20. *My school has effective programs for students who are in need of remediation.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	14	30
Agree	46	51
Undecided	16	11
Disagree	16	8
Strongly Disagree	8	0

31. *My school has effective procedures for identifying students with special learning needs.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	24
Agree	57	43
Undecided	24	16
Disagree	16	16
Strongly Disagree	0	0

Staff Assessment Questionnaire

AVERAGE SCORE FOR EARLY IDENTIFICATION (4 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.49	3.85

EARLY IDENTIFICATION QUESTIONS

20. *My school has effective programs for students who are in need of remediation.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	14	30
Agree	46	51
Undecided	16	11
Disagree	16	8
Strongly Disagree	8	0

31. *My school has effective procedures for identifying students with special learning needs.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	24
Agree	57	43
Undecided	24	16
Disagree	16	16
Strongly Disagree	0	0

EARLY IDENTIFICATION QUESTIONS (Continued)

58. *My school is responsive to students with special learning needs.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	16
Agree	76	73
Undecided	11	8
Disagree	8	3
Strongly Disagree	0	0

61. *Students with special learning needs in my class are not receiving the instructional program they need.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	0	3
Agree	32	19
Undecided	22	22
Disagree	35	41
Strongly Disagree	11	16

Staff Assessment Questionnaire

AVERAGE SCORE FOR POSITIVE LEARNING CLIMATE (22 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.42	3.64

POSITIVE LEARNING CLIMATE QUESTIONS

1. *People in my school are willing to listen to the ideas and feelings of others, even when they disagree.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	14	27
Agree	73	65
Undecided	8	5
Disagree	5	3
Strongly Disagree	0	0

3. *Students cut a lot of classes.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	22
Agree	43	32
Undecided	14	14
Disagree	24	30
Strongly Disagree	3	3

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

13. *Vandalism is a problem in my school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	3
Agree	51	38
Undecided	8	11
Disagree	32	38
Strongly Disagree	5	11

19. *Teachers know and treat students as individuals.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	14	41
Agree	68	54
Undecided	11	5
Disagree	8	0
Strongly Disagree	0	0

21. *I would transfer to another school if I could.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	5	3
Agree	8	11
Undecided	27	22
Disagree	32	14
Strongly Disagree	27	50

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

36. *Drug and alcohol abuse are problems in this school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	59	32
Agree	35	59
Undecided	0	8
Disagree	5	0
Strongly Disagree	0	0

38. *My principal is an effective disciplinarian.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	27
Agree	49	46
Undecided	19	19
Disagree	14	5
Strongly Disagree	3	3

41. *Discipline is fair and related to violations of agreed-upon rules.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	30
Agree	68	54
Undecided	5	11
Disagree	3	3
Strongly Disagree	8	3

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

43. *Stealing is a problem in this school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	19	5
Agree	43	30
Undecided	19	22
Disagree	16	30
Strongly Disagree	3	14

45. *A positive feeling permeates this school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	11
Agree	46	62
Undecided	22	24
Disagree	22	3
Strongly Disagree	5	0

46. *I am satisfied with the variety of extracurricular activities at this school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	19	22
Agree	62	46
Undecided	5	8
Disagree	8	22
Strongly Disagree	5	3

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

50. *Teachers and staff members take a real interest in their students' future.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	27
Agree	73	59
Undecided	8	11
Disagree	3	3
Strongly Disagree	0	0

54. *I enjoy working at this school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	30	43
Agree	59	49
Undecided	8	5
Disagree	3	0
Strongly Disagree	0	3

56. *Student behavior is generally positive at my school.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	3	11
Agree	65	61
Undecided	14	19
Disagree	16	8
Strongly Disagree	3	0

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

69. *Students can count on staff members to listen to their side of the story and be fair.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	8	14
Agree	68	76
Undecided	14	8
Disagree	8	0
Strongly Disagree	3	3

72. *Students in my school abide by school rules.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	5
Agree	54	51
Undecided	22	19
Disagree	16	24
Strongly Disagree	3	0

74. *My school building is neat, bright, clean and comfortable.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	14	19
Agree	68	38
Undecided	8	19
Disagree	8	16
Strongly Disagree	3	8

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

78. *Staff and students do not view security as an issue in my school.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	8
Agree	41	49
Undecided	16	14
Disagree	41	30
Strongly Disagree	0	0

80. *This school makes students enthusiastic about learning.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	5	3
Agree	24	31
Undecided	46	53
Disagree	22	14
Strongly Disagree	3	0

83. *I feel there are procedures open to me to go to a higher authority if a decision has been made that seems unfair.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	19	27
Agree	68	59
Undecided	5	11
Disagree	5	3
Strongly Disagree	3	0

POSITIVE LEARNING CLIMATE QUESTIONS (Continued)

91. *The physical condition of my school is generally pleasant and well-kept.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	8	19
Agree	73	59
Undecided	5	8
Disagree	14	5
Strongly Disagree	0	8

92. *Problems in this school are recognized and worked on.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	8	27
Agree	65	62
Undecided	11	8
Disagree	14	3
Strongly Disagree	3	0

AVERAGE SCORE FOR CURRICULUM CONTINUITY (5 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.35	3.50

CURRICULUM CONTINUITY QUESTIONS

5. *District-adopted textbooks guide my planning of instruction.*

	1986	1987
Number of Respondents	36	37
Percentage who:		
Strongly Agree	6	11
Agree	33	35
Undecided	11	16
Disagree	25	22
Strongly Disagree	25	16

7. *I teach basically the same content that is taught in other classes at the same grade or same course in my school.*

	1986	1987
Number of Respondents	35	36
Percentage who:		
Strongly Agree	3	19
Agree	49	42
Undecided	17	11
Disagree	14	14
Strongly Disagree	17	14

CURRICULUM CONTINUITY QUESTIONS (Continued)

39. *What I teach in my class contributes to the content of the grade or course that follows it.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	30	24
Agree	62	68
Undecided	5	8
Disagree	0	0
Strongly Disagree	3	0

87. *District curriculum documents guide my planning of instruction.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	0	3
Agree	43	36
Undecided	14	28
Disagree	38	31
Strongly Disagree	5	3

90. *What I teach in my class builds upon the content of the grade or course that precedes it.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	16	16
Agree	59	65
Undecided	14	8
Disagree	11	5
Strongly Disagree	0	5

AVERAGE SCORE FOR MULTICULTURAL (9 Questions)*

	1986	1987
Number of Respondents	37	37
Average	2.96	3.41

MULTICULTURAL QUESTIONS

6. *Our School provides its students with a strong multiethnic-multicultural education.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	0	8
Agree	30	51
Undecided	27	19
Disagree	30	14
Strongly Disagree	14	8

16. *The curriculum of our school is multiethnic and multicultural.*

	1986	1987
Number of Respondents	37	36
Percentage who:		
Strongly Agree	0	6
Agree	35	39
Undecided	24	31
Disagree	32	25
Strongly Disagree	8	0

MULTICULTURAL QUESTIONS (Continued)

23. *Our school's staff examines instructional materials for ethnic and racial bias.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	0	0
Agree	24	32
Undecided	30	46
Disagree	32	16
Strongly Disagree	14	5

25. *Assemblies and special activities at our school reflect the ethnic and cultural diversity in the community.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	11
Agree	49	46
Undecided	16	16
Disagree	19	22
Strongly Disagree	11	5

47. *Our school's curriculum helps students view ideas from diverse ethnic perspectives and points of view.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	5
Agree	24	46
Undecided	35	30
Disagree	24	14
Strongly Disagree	14	5

MULTICULTURAL QUESTIONS (Continued)

55. *Staff members of our school are sensitive to ethnic and cultural differences.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	22
Agree	59	59
Undecided	16	14
Disagree	14	3
Strongly Disagree	5	3

86. *The teaching styles in our school are sensitive to the ethnic and cultural diversity of our students.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	8
Agree	27	41
Undecided	38	30
Disagree	24	19
Strongly Disagree	8	3

88. *The atmosphere of our school is responsive to cultural, ethnic and language differences.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	0	8
Agree	35	59
Undecided	30	22
Disagree	27	8
Strongly Disagree	8	3

MULTICULTURAL QUESTIONS (Continued)

94. *Bulletin boards and other displays in our school reflect ethnic and cultural pluralism.*

	1986	1987
Number of Respondents	36	36
Percentage who:		
Strongly Agree	6	6
Agree	42	53
Undecided	28	31
Disagree	14	8
Strongly Disagree	11	3

AVERAGE SCORE FOR SEX EQUITY (4 Questions)*

	1986	1987
Number of Respondents	37	37
Average	3.59	4.02

SEX EQUITY QUESTIONS

9. *Staff members of our school are sensitive to the needs and concerns of both sexes.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	11	30
Agree	59	51
Undecided	3	11
Disagree	14	8
Strongly Disagree	14	0

10. *Staff members of our school have the same expectations of academic achievement for both female and male students.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	11	24
Agree	68	62
Undecided	14	11
Disagree	5	3
Strongly Disagree	3	0

SEX EQUITY QUESTIONS (Continued)

33. *The teaching styles in our school are sensitive to the needs and concerns of both sexes.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	3	11
Agree	62	70
Undecided	14	16
Disagree	16	3
Strongly Disagree	5	0

89. *Procedures used to motivate students are fair to both sexes.*

	1986	1987
Number of Respondents	37	37
Percentage who:		
Strongly Agree	5	16
Agree	70	70
Undecided	16	11
Disagree	5	3
Strongly Disagree	3	0

APPENDIX F

November 26, 1986

To:

From:

RE: University of Washington Study: Current Status

Through use of extended in-service time, the high school staff has reviewed the data from both the survey results and what was developed at the retreat. With that in mind, a vision statement, goals, and strategies are being developed. All of these things have been identified and written down, but the need for clarification, definition, and revision have kept them from being in final form at this time. I would expect them to be finalized within the next two weeks.

Our vision statement currently looks like this:

It is the purpose of the staff at High School to have a learning environment within the school that allows the students to find success while developing the basic skills necessary for a productive life.

The number one priority for our time, energy and money will be the development of a strong and effective core curriculum grounded in the basic skills of reading, writing, listening and thinking.

We believe that a students' self image is enhanced through teaching techniques that result in each student reaching their potential in the basic skills.

It should be noted, that the high school staff has been undergoing a rather in-depth self-study process over the past two years beginning with an in-service led by to start out the 1984-85 school year. There have been many adjustments to our program, but one was to identify the self-esteem of our students as one of our primary goals. The University of Washington results reinforced this and gave us some feedback from students in particular that we were not aware of. Several strategies were establsihed last Spring that went into effect at the beginning of this school year. Additional ones have been (and are being) developed.

Our student body is going through the same process, we are developing some excellent ideas. The student council is actually going through the group process and dealing with the information that was gathered. The group is being led by and and facilitated by myself.

Our product will include a "Master Plan" identifying our vision statements, goals, strategies, whom is in charge of each activity and projected dates for completion. Our programs toward these goals will be reviewed at the end of the year and a new set established for 1987-88.

December 12, 1986

To: Staff

From:

RE: Vision Statement 1986-87

We have spent considerable time and effort developing a vision statement. I believe it is time to bring this portion of our improvement process to closure. There have been many good ideas generated and I have kept all of them. Our statement will be up for review in the fall of 1987.

Our next task will be to organize and prioritize the strategies you have suggested. These strategies will help us focus on things we feel should be done at this time to make High an even more effective learning establishment.

Please place the attached statement in a place that is accessible and visible. The students statement is forth coming.

attachment

SCHOOL VISION STATEMENT
1986-87

It is the purpose of the staff at High School to creat a learning environment that allows all students an opportunity to experience success while developing the skills necessary for a productive life.

The number one priority for our time, energy and money will be the development of a strong and effective core curriculum grounded in the basic skills of reading, writing, arithmetic, listening and thinking.

We believe that a student's self image is enhanced through teaching techniques that result in each student reaching his/her potential in basic skills as well as the challenge to creatively think and strive toward higher level learning.

Note: We have placed an emphasis on self-image. Positive self-image that is derived from a supportive, challenging environment where the student as an individual feels self-worth. It doesn't come from just talk, but from a commitment generated by attitudes of those around us. Success breeds success.

We also believe that a sound mind and sound body go hand in hand. Good health is a holistic concept that is generated from the inside out.

And finally, we believe that every part of our curriculum has value and is meaningtul to our students. We are constantly evaluating it in terms of relevance and effectiveness. The basic concepts of learning we believe to be true should permeate the entire scope of our program.

The Task Force of High School Club is a specially selected group of students which includes the officers of the Club, and 5 other students elected by the club membership.

The purposes of the Task Force include:

1. Providing an example of leadership for the school and community as a whole.

2. Assisting with the identification of problems experienced by young people, and by the community, and participating in special programming designed to promote the solutions to those problems.

3. Serving as a resource group to the community regarding the needs of young people.

In order to be a member of the Task Force, a student must adhere to a high standard of conduct:

> He or she must avoid negative contact with school or community authority, must strive to maintain a positive attitude and example, must respect his or her elders, must actively participate in school and community programs which focus on problem solving, must be willing to talk openly and honestly about problems with peers and with others, must demonstrate that course work in school is important by maintaining passing grades in all classes, must serve as a positive example for young people in the community, and must demonstrate a willingness to seek out and use a variety of information and people in addressing school and community problems.

The Task Force recognizes the powerful challenge drug and alcohol abuse presents to young people in our community, and desires to present to themselves and one another an honest and clear approach in assisting themselves and others to meet that challenge. Task Force members have therefore adopted the following binding resolution:

> We agree to support one another in overcoming the need to abuse drugs and/or alcohol (including nicotine). We hope to replace the use of chemicals with a strong system of support and incentives to remain clean. These include regular pizza lunches for those of us who remain clean,

and participation in various field trips throughout the year. Each Monday, every Task Force member will check in with the club president and indicate whether or not he or she has honored his or her committment to remain straight. Every member who indicates that he/she remained straight between 12/1 and 12/19 will get to participate in a pizza lunch on the 19th (soda pop provided free). Every member who can indicate that he or she remained straight from 12/19 through 1/5 (over the holidays), will be invited to participate in a field trip to School. Alternative parties will be provided for Task Force members on New Year's Eve. Other rewards and alternatives will be identified as the year goes on.

If a member breaks the "no use" policy of the Task Force more than once, they will be encouraged to seek some assistance, and will be suspended from Task Force membership.

Regarding classroom performance, if a student fails a class, he or she will be given until the following mid-term to raise the failing grade to a passing one. If this is not accomplished, the member will be suspended from participation on the Task Force.

STUDENT VISION STATEMENT

Our purpose in High School is to provide an enjoyable atmosphere, involving students and faculty, while spending our years here at High preparing for our future education.

What's Our Purpose here at _____

1. Win State Championship in Football & Basketball (sports)
2. Higher education
3. Graduate with highest possible GPA
4. Make friends - social life
5. Increase our knowledge
6. Get rid of drugs and alcohol here
7. Prepare people for life
8. Go out with members of the opposite sex
9. Staff involvement with activities
10. More student/administration contact (get principal out with students)
11. More communication
12. Curriculum change to place students

Our purpose here at High School is to provide a positive environment for learning and social development and growth of the individual through positive faculty and administration involvement and communication with the student body.

Purpose

1. To go to college
2. To stay out of trouble
3. Socialize
4. Get job at the Mill
5. Extra-curricular activities
6. Gain self-esteem
7. To become a socially well-rounded person
8. Learn to be independent
9. Gain a wide variety of knowledge
10. Responsibility
11. How to manage your life
12. Career training

Improvement

1. Motivated student body
2. Equal recognition (clubs and sports)
3. More participation
4. Revise daily schedules
5. Lunches (salad bar)
6. Parking (more)
7. Lockers
8. Designate smoking area

Student Vision Statement - continued

Reasons for School

1. Education
2. Set example for community
3. Socialize
4. Responsibilities
5. Career success
6. Motivation and involvement of everyone
7. Community rules in the schools
8. To have fun

Concerns

1. Drug and alcohol - too much
2. P.D.A. restrictions too tough
3. Self image not good among students - people ignored
4. Positive learning environment needed
5. Longer lunch and breaks. Meeting day schedule always.
6. More classes to match student's ability.
7. Classroom expectations unfair
8. More pride
9. Attendance

Other Reasons for School

1. Win sports championship
2. Higher education
3. Social life
4. To learn to work with people
5. To go out with members of opposite sex
6. M.A.G.I.C.
7. More communication
8. Keep people off the street
9. To pursue knowledge in specific areas

HIGH SCHOOL BUILDING IMPROVEMENT INSERVICE

September 24, 1987

Procedures:

1. Review 1986-87 Vision Statement/Goals/Objectives (1:00 - 1:10)

2. Review baseline data survey sheets from University of Washington Study (1:10 - 1:30)

3. Review ideas developed at summer retreat: Goals/Objectives for 1987-88 (1:30 - 1:45)

4. Break into groups to: (1:45 - 2:45)
   a) Review Vision Statement
   b) Brainstorm Goals and Objectives for 1987-88

5. Each group share their results (2:45 - 3:00)

Primary Objectives:

1. To identify changes deemed necessary in our Vision Statement.

2. To identify our goal (focus) for the 1987-88 school year.

3. To identify specific strategies that will help us reach our goal and how we can evaluate if we've been successful.

HIGH SCHOOL VISION STATEMENT
1986-1987

It is the purpose of the staff at High School to create a learning environment that allows all students an opportunity to experience success while developing the skills necessary for a productive life.

The number one priority for our time, energy and money will be the development of a strong and effective core curriculum grounded in the basic skills of reading, writing, arithmetic, listening and thinking.

We believe that a student's self-image is enhanced through teaching techniques that result in each student reaching his/her potential in basic skills as well as the challenge to creatively think and strive toward higher level learning.

NOTE: We have placed an emphasis on self-image. Positive self-image that is derived from a supportive, challenging environment where the student as an individual feels self-worth. It doesn't come from just talk, but from a commitment generated by attitudes of those around us. Success breeds success.

We also believe that a sound mind and sound body go hand in hand. Good health is a holistic concept that is generated from the inside out.

And finally, we believe that every part of our curriculum has value and is meaningful to our students. We are constantly evaluating it in terms of relevance and effectiveness. The basic concepts of learning we believe to be true should permeate the entire scope of our program.

STUDENTS'

::GH SCHOOL VISION STATEMENT

1986-1987

Our purpose as students of High School is to establish the growth and development of individuals through positive communication between students, faculty and administration. Through this growth and development, we gain the basics of education, responsibility, self-esteem and social maturity which will provide us with a foundation for college or career training.

Report on .High School Improvement
Objectives for 1986-87

On April 30, 1987 the High School staff met to evaluate school improvement objectives for 1986-87. The following feedback was obtained:

Goal: To improve the self-esteem of students at High School and develop a positive learning environment.

Objective	Strategies/Activities	Evaluation/Measurement
1. Students will feel better about their relationship with all staff at H.S.	A. Each staff member discuss his/her philosophy of reinforcement and feedback to students so that they have a more clear understanding of where that person is "coming from". (This sort of interaction will be ongoing).	1. Most staff felt this activity was accomplished but that it should be carried to 1986-88 as a primary objective with more frequent monitoring throughout the year.
	B. Staff will consciously monitor their frequency of constructive interaction with students as individuals, with an emphasis on specific feedback or comment.	B. There was a concensus that this was done frequently. With a focus in this area, staff went out of their way to make contacts. It was suggested that the Catalyst Program helps with this strategy and that it be expanded. It was also suggested that contact with students out of the classroom is beneficial and support concerts, plays, etc. means a lot to kids.
2. Students will not be exposed to belittling, beratement or any other form of degrading activity.	A. Each staff member throughout the school (Classified/Certified) will be accutely aware of student interaction in the classroom and hallways & follow disciplinary procedures where any degrading activity is observed.	A. Staff feel strongly about this issue and feel a good job is being done to identify and remediate such behavior in the classroom. A concern was noted however that there is more of a problem in the halls than we sometimes realize.

Objective	Strategies/Activities	Evaluation/Measurement
2. A. continued		A. It was suggested that an objective for 1987-88 would be to improve our overall awareness of negative interaction that may occur outside the classroom and encourage students to report such incidents.
3. Students will be afforded an opportunity to enroll in a Positive Image/Goal Setting class.	A. Establish a class within the curriculum that specifically deals with positive image & goal setting.	A. This objective was accomplished. It was agreed that more student exposure to this type of curriculum would be beneficial. Perhaps expansion for 1987-88 would be an extension of this objective.
4. Provide staff in-service to help develop strategies for dealing with self-esteem particularly as it relates to the high-risk type student.	A. Make arrangements and set date for a facilitator to make presentation.	A. This objective was not accomplished. Options for a speaker for next year are being considered. There was a question as to what the best time would be.
5. More "positive" progress reports will be sent home identifying unusual progress or unusual accomplishment (as it relates to individual student's ability.)	A. Send out progress reports.	A. This objective was accomplished. It was noted that some students were in trouble when parents failed to note that the progress report they received was positive in nature. Someone pointed out that progress reports may be sent out anytime, not just at mid-term. Individual computer printouts are being sent out weekly and/or bi-monthly by some staff.
6. "Other" ideas that have been discussed but not established as primary objectives.		
A) Form a group to gather positive ideas that are being used by teachers in other areas.		

Objective	Strategies/Activities	Evaluation/Measurement
6.B. Re-establish a school paper. It would reinforce all the things that staff & students are doing at the high school.	Mr.	B. Many people support this idea. Mr. believes the English department should coordinate it. A class offering might be necessary.
C) Establish student letters in Drama, Music, Honor Society.	Miss Mr.	C. Mr. has sent in a proposal to a letter company. A mock-up will be here the middle of May.
D) Provide additional counseling time to deal with the increasing number of societal pressures creating problems for kids.		D. Counselors are having to spend more time on individual student needs. It was noted that a female in the department would be advantageous. More counseling time is still needed.
E) Increase adult contact by adding aides in the classroom.		
F) When disciplinary, develop techniques which do not challenge a student's ego but force the student to consider all of the options available and begin making the decisions. Expectations must be clearly defined prior to discipline.		
G) Staff will not engage in negative conversations with students about other staff or students, but rather, help solve concerns that are raised.		
H) High School will develop strategies that encourage peer tutoring.		

Objective	Strategies/Activities	Evaluation/Measurement

I) Each of us at _____ High School will spend time with students discussing differences and diversity, and thereby helping students develop an appreciation of the aforementioned realities.

J) Administrators will increase classroom observations and provide feedback to staff.

K) Possible new traditions will be explored that promote positive climate and promote mental health.

L) Continue and expand upon the spring (winter?) field day. Use random computer selection of students for participation and use activities that allow for greater participation. Video the activities.

M) Visit some high profile schools.

N) Take time to have "random discussion days" in class. Its OK.

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7. New ideas presented at April 30, 1987 In-Service.

A) Appoint or hire an academic coach.

B) An objective for '87-88. Each staff will observe twice during the year. (Any classroom or area in the district).

C. An objective for 87-88: Work on doing away with or modify the 12-day attendance system.

HIGH SCHOOL

1-5 Year Plan for School Improvement - Spring 1987

1st Year 1986-87	2nd Year 1987-88	3rd Year 1988-89	4th Year 1989-90	5th Year 1990-91
Goal: To improve the self-esteem of students at H.S.	Re-assess in 1987-88	Re-assess in 1988-89		
	Goal: To focus on academics as a priority and increase students' active involvement in individual progress.	Re-assess in 1988-89	Re-assess in 1989-90	
		Goal: To review the expectations establisned in all aspects of our program and adjust as necessary.		
			Goal: To review curriculum continuity as departments and as a school with a master plan based on priorities as an end result.	

HIGH SCHOOL
School Improvement Project
Spring 1987

Goal: To improve the self-esteem of students at High School and develop a positive learning environment

Objective	Strategies/Activities	Evaluation/Measurement
1. Students will feel better about their relationship with all staff at H.S.	A. Each staff member will discuss his/her philosophy of reinforcement and feedback to students so that they have a more clear understanding of where that person is "coming from". (This sort of interaction will be on-going)	Staff will be polled to confirm their discussion with students 4-30-87
	B. Staff will consciously monitor their frequency of constructive interaction with students as individuals, with an emphasis on specific feedback or comment.	Staff will be polled to confirm the monitoring of this objective. 4-30-87 Results of the U. of W. study will be reviewed to check student perceptions. 6-15-87
2. Students will not be exposed to belittling, beratement or any other form of degrading activity.	A. Each staff member throughout the school (Classified/Certified) will be accutely aware of student interaction in the classroom and hallways and follow disciplinary procedures where any degrading activity is observed.	Staff will be polled on frequency and resolution of problems. 4-30-87 U. of W. Survey 6-15-87
3. Students will be afforded an opportunity to enroll in a Positive Image/Goal Setting class.	A. Establish a class within the curriculum that specifically deals with positive image and goal setting.	The class was established within the 1986-87 schedule on a semester basis and will be continued and perhaps expanded in nature for 1987-88.

Objective	Strategies/Activities	Evaluation/Measurement
4. Provide staff in-service to help develop strategies for dealing with self-esteem particularly as it relates to the high-risk type student.	A. Make arrangements and set date for a facilitator to make presentation.	Did the in-service occur by June 10, 1987?
5. More "positive" progress reports will be sent home identifying unusual progress or unusual accomplishment (as it relates to individual student's ability.)	A. Send out progress reports.	Compare frequency of reports from one grading period to the next. 11-24-86, 1-26-87, 4-27-87, 6-15-87.
6. Other ideas that have been discussed:		
A) Form a group to gather positive ideas that are being used by teachers in other areas.	Mr.	
B) Re-establish a school paper. It would reinforce all the things that staff & students are doing at the high school.	Mr.	
C) Establish student letters in Drama, Music, Honor Society.	Miss Mr.	
D) Provide additional counseling time to deal with the increasing number of societal pressures creating problems for kids.		
E) Increase adult contact by adding aides in the classroom.		

Objective	Strategies/Activities	Evaluation/Measurement
6. continued Other ideas that have been discussed: F) When disciplinary, develop techniques which do not challenge a student's ego but force the student to consider all of the options available and begin making the decisions. Expectations must be clearly defined prior to discipline. G) Staff will not engage in negative conversations with students about other staff or students, but rather, help solve concerns that are raised. H) High School will develop strategies that encourage peer tutoring. I) Each of us at High School will spend time with students discussing differences and diversity, and thereby helping students develop an appreciation of the aforementioned realities. J) Administrators will increase classroom observations and provide feedback to staff. K) Possible new traditions will be explored that promote positive climate and promote mental health. L) Continue and expand upon the spring (winter?) field day. Use random computer selection of students for participation and use activities that allow for greater participation. Video the activities.		